

# Implementation

## Healthy:

### What do we mean by healthy?

To be in good physical and mental condition.

### How does this link to NC?

In order to lead a healthy, active lifestyle, children need to have an awareness and understanding of how to promote physical and mental health, diet and how these are interlinked.

### How do we show this at THS?

Within our action plan, we aim to educate children on how to lead a healthy lifestyle. We look at the effects of exercise on our bodies and explore the connections within our mental and physical health. Intertwined with our PSHE curriculum, we ensure leading a healthy lifestyle is a priority in school.

The school games values are at the heart of our PE curriculum at THS. Children are rewarded for demonstrating these values. In addition to this, we the zones of regulation-supporting children in having an awareness of their mental state and providing them with the tools to self-regulate in order to achieve their best.

## Active:

### What do we mean by active?

To engage or be ready to engage in physically energetic pursuits.

### How does this link to NC curriculum?

Being active encompasses all four of the national curriculum aims.

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

### How do we show this at THS?

THS PE very much focuses on the whole child – we believe Physical Education, School Sport and Physical Activity are the perfect vehicles through which to develop the crucial skills and attributes required for the modern world. We ensure that our BIRDS develop a positive relationship with movement and physical activity throughout life (Physical Literacy definition-Sport England).

## **Willing:**

### **What do we mean by willing?**

To be ready, eager, or prepared to do something.

### **How does this link to NC?**

In order to be able to meet all of the aims of the national curriculum, children need to be willing to engage in physical activity.

### **How do we show this at THS?**

It begins in the early years, developing a positive personal relationship with movement through the fundamental skills.

This then transcends and spirals through key stage one and two as children develop their knowledge and understanding of different sports and activities. Enjoyment, confidence and motivation are supported through our positive relationships with movement and physical activity. To be willing to experience failure in order to learn and grow is a huge part of life at THS.

## **Knowledgeable:**

### **What do we mean by knowledgeable?**

Having or showing much knowledge about a wide range of subjects, or about one particular subject.

### **How does this link to the NC requirements?**

In order to excel in a broad range of physical activities, children need to begin delving deeper into rules, strategies, techniques and tactics of different sports.

### **How do we show this at THS?**

EYFS – children begin to develop knowledge of motor competence (fundamental movement skills). This leads into KS1 where we further develop these fundamental skills and begin to look at rules and strategies in team/individual activities. As the children reach KS2, children begin to develop their own interests and implement their own styles in each sport/activity. Rules, strategies and tactics are taught through game-based learning. Our BIRDS have the opportunity to plan for and lead younger groups of children, demonstrating knowledge of activities/games and providing positive, meaningful and engaging sessions – using STEP (Space, Task, Equipment, Task) as a teaching tool.

# **Safe:**

## **What do we mean by safe?**

Protected from or not exposed to danger or risk.

## **How does this link to the NC requirements?**

In order to be safe, children need a positive learning environment which will enable them to engage in their learning of competitive sports and activities.

## **How do we show this at THS?**

Discussions with our BIRDS about how to create a safe, positive learning environment take place at the start of each year and are reinforced throughout to ensure they maintain the high standards of behaviour we expect. Right from EYFS, children are taught how to be safe in their environment and in the older years, they are expected to know how to independently create that atmosphere in PE lessons.